



# Rural Dual Enrollment in Action

**LESSONS AND STRATEGIES FROM THE CENTRAL VALLEY**

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## Background

On July 22, 2019, the Central Valley Higher Education Consortium (CVHEC) brought together K–12 and community college leaders for its first Dual Enrollment Convening. This workshop was designed to shine a light on the existing dual enrollment efforts already underway in the Central Valley, identify challenges to expanding these programs, and begin building a shared vision for the future.

During the workshop, participants worked collaboratively to set long-term goals aimed at creating more equitable and accessible opportunities for students across the region. These goals included:

- **Expanding strategically designed dual enrollment course offerings and pathways** to better serve students and communities.
- **Increasing the number of high school students participating** in dual enrollment throughout the CVHEC region.
- **Ensuring participation reflects the diversity of the region’s high school population**, so every student has access to these opportunities.
- **Closing equity gaps** by reducing disparities in success rates among student groups.
- **Developing a comprehensive Dual Enrollment Playbook** to serve as a resource for CVHEC members, K–12 partners, families, and other stakeholders interested in dual enrollment.

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## The CVHEC Dual Enrollment Playbook

While CVHEC planned to begin developing the playbook in early 2020, the onset of the COVID-19 pandemic required a pause as schools and colleges focused on meeting the immediate and unprecedented challenges.

Fast forward to February 3, 2025, when CVHEC hosted its fourth Dual Enrollment Convening designed to reignite the regional effort. During this event, California Community College Chancellor Sonya Christian shared data showing that **dual enrollment participation in the Central Valley is growing at a faster rate than in other parts of the state**—a promising sign of progress and collaboration.

With renewed energy and a clear sense of purpose, CVHEC re-launched the Dual Enrollment Playbook project in spring 2025. Initially, the goal was to create a comprehensive guide covering the full range of dual enrollment strategies and practices for our region.

However, with the Career Ladders Project’s publication of the [\*Equitable Dual Enrollment Policy to Practice Guide\*](#) in February, 2025, much of the foundational components originally planned for this playbook are well addressed in that publication which is in concert with the California Community Colleges.



Rather than duplicating those efforts, CVHEC shifted its focus to chronicling dual enrollment practitioners in our region specifically who have a unique and powerful story to tell. While all CVHEC member colleges are engaged in successful dual enrollment efforts, **this publication focuses primarily on the smaller, more rural colleges in our consortium and their K-12 partners.**

(Exception: San Joaquin Delta College, one of CVHEC’s larger member institutions, was also included to highlight its participation in the Central Valley Math Bridge project introduced last year by College Bridge in partnership with CVHEC and the Rand Corporation at five member colleges and 20 high schools.

This guide’s focus reflects CVHEC’s commitment to **sharing strategies that can inspire and support small colleges with limited resources.** By centering the experiences of educators, administrators, and community partners, this guide not only celebrates their successes but also underscores the ongoing need for advocacy to expand access and improve outcomes for students across the Central Valley.

**CVHEC intends to update this playbook on an annual basis to reflect new dual enrollment data and innovations in ongoing progress throughout the Central Valley.**

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## **Economic Impact of Dual Enrollment in the Central Valley**

Dual enrollment provides upward mobility for students in the Central Valley, providing them with free access to college-level courses while still in high school. By accelerating college completion and building a skilled, diverse workforce, dual enrollment strengthens the region’s education-to-career pipeline.

From 2016–2019, more than 120,000 students participated in dual or concurrent enrollment across Central Valley high schools. During this period, the percentage of high school special admits rose by 50.9%, demonstrating the rapid scaling of early college access opportunities (*Central Valley Higher Education Consortium, 2020, p.*

7). **In 2024-25, 139,953 students<sup>1</sup> participated in dual or concurrent enrollment across the Central Valley.** All these students are more likely to complete degrees and certificates, saving families money and boosting local workforce readiness (*Central Valley Higher Education Consortium, 2020, p. 7*).

The economic impact of dual enrollment for the Central Valley cannot be overstated. Based on a statewide economic-impact study for California Community Colleges, **“for every \$1 of public spending on higher education, taxpayers gain just under \$2 in added tax revenue and public-sector savings,** such as reduced unemployment and decreased reliance on public assistance” (California Community Colleges Chancellor’s Office [CCCCO], 2025a, 2025b). Dual enrollment plays a critical role in creating this return on investment by enabling students to **start college earlier, complete degrees faster, and enter the workforce sooner,** ultimately increasing lifetime earnings and generating higher tax contributions.

This is particularly significant in the Central Valley, a region that faces **some of the lowest degree-attainment rates and highest poverty levels** in California. Many rural communities in the Valley are historically underserved, and families often face financial and geographic barriers to higher education.

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## Acknowledgment

CVHEC extends its heartfelt gratitude to the individuals who generously contributed their time, expertise, and insights to the development of this dual enrollment playbook.

This publication represents the collective knowledge and experience of educators, administrators, and community partners who are deeply committed to expanding opportunities for students across the Central Valley. Throughout this process, these dedicated professionals participated in interviews, completed surveys, and provided thoughtful feedback, sharing their successes, challenges, and innovative practices.

Their voices helped shape this guide, ensuring it reflects the realities of both K–12 and higher education systems in our region. By candidly sharing their stories and strategies, these contributors have made it possible to create a resource that is both practical and inspiring, with the potential to support not only CVHEC member institutions but also families, students, and organizations beyond our region.

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<sup>1</sup> California Community College Chancellor’s Office Data Mart for 2024–25. Includes CCAP and Special Admit.

On behalf of the entire CVHEC team, thank you for your partnership and commitment to student success. Your contributions are a testament to the spirit of collaboration that defines **“The Central Valley Way.”**



We are proud to recognize the following individuals for their invaluable participation in the development of this playbook:

- **Richard Aguilar**, Director of Dual Enrollment, Reedley College
- **Sam Aunai**, Vice President of Educational Services, Coalinga College
- **Mike Baldwin**, Director of Dual Enrollment, Columbia College
- **Gretchen Birtwhistle**, Career Technical Education Teacher/Coordinator, Sonora High School
- **Greg Bormann**, Vice President of Instruction, Taft College
- **Christina Braaten**, College and Career Specialist, Lemoore High School
- **Callie Branan**, Director of Outreach and Recruitment, Lemoore College
- **Marni Cahoon**, Adjunct Math Faculty, Taft College
- **Courtney Castle**, Counselor/Program Coordinator, Sonora High School
- **Dr. Lynn Cevallos**, President, College Bridge
- **Brett Christopher**, Principal, Summerville High School
- **Stacey Cool**, Program Administrator, Merced Union High School District
- **Kirstin Coronado**, Sanger Unified Area Superintendent
- **Kris Costa**, Vice President of Educational Services, Lemoore College
- **Jamee Dahl**, College and Career Counselor, Summerville High School
- **Jon Endicott**, Dean of Student Services, Coalinga College
- **Mary Alice Finn**, Principal, Taft High School
- **Dr. Sandra Fuentes**, Dean of Early College, Reedley College
- **Carmen Garvis**, Dual Enrollment Coordinator, Sanger High School
- **Gloriann Garza**, Program Manager, Porterville College
- **Travis Kirby**, Principal, Mendota High School
- **Dr. Paul Lopez**, Superintendent, Mendota High School District

- **Jaime Lopez**, Dean of Instruction, Taft College
- **Bethany Matos**, Dean, Firebaugh Center, Coalinga College
- **Martin Medina**, Principal, Summit Collegiate High School
- **Dr. Leslie Minor**, President, Taft College
- **Alyssa Mitchell**, College and Career Counselor, Lemoore High School
- **Cindi Olsen**, Program Specialist, Columbia College
- **Lisette Padilla**, Director of Dual Enrollment, Coalinga College
- **James Preston**, President, Lemoore College
- **Dr. Thad Russell**, Vice President of Instruction, Porterville College
- **Reyna Sanchez**, Guidance Counselor, Caruthers High School
- **Jackie Schwegel**, Math Faculty, San Joaquin Delta College
- **Karen Sells**, Principal, Sonora High School
- **Vivie Sinou**, Dean of Regional & Distance Education, San Joaquin Delta College
- **Gregory Soto**, Dean of Student Services, Merced College
- **Martha Stemky**, District Leader, Porterville Unified School District
- **Lorena Villa**, Interim Early College Coordinator, Porterville College
- **Erin Wingfield**, Interim Vice President of Student Services, Porterville College
- **Veronia Zarco**, Dean of Counseling, Granite Hills High School



## Overview

Behind every successful dual enrollment program are real people, real partnerships, and real impact. In this section, we share stories from colleges and their high school

partners across the Central Valley who are working together to open doors for students.

These vignettes highlight innovative practices, lessons learned, and the unique challenges and opportunities that come with serving diverse and often rural communities. Each story reflects the dedication and creativity of educators, administrators, and community leaders who believe in the power of early college access to transform lives.



## Coalinga College × Mendota High School

### Coalinga College 2024-2025 Academic Year

Total full-time equivalent (FTE) enrollment (credit) <sup>2</sup> at Coalinga College	<b>2,191</b>
Number of dual enrollment course sections offered (CCAP)	<b>150</b>
Number of dual enrollment course sections taught by high school teachers who meet minimum qualifications (MQs)	<b>23</b>

<sup>2</sup> Full-time equivalent enrollment data for colleges taken from the California Community College Chancellor's Office Data Mart for-credit enrollment for the 2024-25 academic year.

Total number of students enrolled in dual enrollment courses (CCAP) <sup>3</sup>	<b>3,025</b>
Total number of high school students enrolled in courses <sup>4</sup>	<b>6,672</b>

**Pathways:** Coalinga College offers nine pathways: three at Avenal High School, three at Coalinga High School, one at Firebaugh High School, and two at Mendota High School.

## Who Was at the Table

### Coalinga College

- Sam Aunai – Vice President of Educational Services
- Bethany Matos – Dean, Firebaugh Center & Learning Area Dean
- Jon Endicott – Dean of Student Services
- Lissette Padilla – Director for Dual Enrollment & Programs

### Mendota High School

- Dr. Paul Lopez – Superintendent
- Travis Kirby – Principal



## Our Dual Enrollment Story – Coalinga College

Coalinga College and Mendota High School have forged a **model rural dual enrollment partnership**, demonstrating how intentional design, strong

<sup>3</sup> California Community College Chancellor’s Office Data Mart-Student Special Population CCAP for the 2024-25 academic year,

<sup>4</sup> California Community College Chancellor’s Office Data Mart-Student Special Population Headcount (duplicated CCAP and Special Admit) for the 2024-25 academic year.

relationships, and committed leadership can overcome the challenges of serving small, underserved communities.

The partnership began with a vision for a health science or EMT pathway, sparked by the construction of a new CTE building at Mendota High School. Initial efforts faced major obstacles, including recruiting medical instructors to rural Mendota, age restrictions for clinical hours, and program sustainability issues.

A pivotal turning point came when Coalinga College introduced the *Wonderful Program*, a partnership with Paramount Farms (Wonderful Company). Despite legal and logistical complexities, Mendota's leadership embraced the opportunity.

*"I told my team, if not this, then find me something better within a week. They couldn't — and ultimately everyone trusted the process." – Dr. Paul Lopez*

The first cohort launched in 2016 with about 24 students. Success stories began to emerge, building trust and enthusiasm for program expansion. Today, the partnership between Coalinga College and Mendota High School has grown into a multi-tiered dual enrollment ecosystem that serves hundreds of students annually through three distinct levels:

Level	Description	Units Earned	Enrollment per Grade Level
Wonderful Program Pathway	Full-time cohort, summer classes, intensive support	~67 units	60–65 students
Education Pathway	Focus on teaching careers, CSU transferable units, certificates	~40 units	30 students
A La Carte Model	Individual courses for juniors/seniors exploring general education college classes	Varies	Flexible

This tiered approach ensures access, providing pathways for highly committed students while giving others the chance to explore college coursework.

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## Best Practices and High Impact Strategies

### 1. Intentional Pathway Design

The college and high school emphasize purposeful program design, aligning courses with workforce needs and student demand.

*"We no longer allow random acts of dual enrollment — everything must be intentional." – Sam Aunai*

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## 2. Strong Communication and Collaboration

- Monthly dual enrollment meetings foster open and honest dialogue about staffing, scheduling, and student progress.
- Continuous communication through email and phone ensures quick problem-solving.
- Counselors play a direct role in student support and feedback.

*"When you're small, you can't hide behind bureaucracy. It takes the right people with the right mindset." – **Travis Kirby***

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## 3. Faculty Integration and Support

Visiting college instructors are welcomed with:

- High school campus tours and safety orientations.
- Introduction to school staff and resources.
- Support with technology like Promethean boards.

*"Even a handshake and help setting up a Promethean board makes professors feel welcome — and want to return." – **Travis Kirby***

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## 4. Intensive Student Support

- Weekly grade checks via a shared digital platform.
- Students falling below 70% are flagged for intervention.
- Coordinated outreach through counselors and tutors.
- Mandatory after-school tutorials with instructional aides embedded in challenging courses.
- Early conversations about dropping or retaking courses.

*"This structure prevents students from graduating with low GPAs that hurt future opportunities." – **Bethany Matos***

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## 5. Parent and Community Engagement

- Bilingual parent orientation sessions set expectations and build trust.

- Strong, proactive communication prevents misunderstandings.
- Parent advocacy has driven program growth.

*"When families understand the program, they become its strongest champions."* – **Lisette Padilla**

*"Parent communication solved problems before they even began."* – **Bethany Matos**

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## Challenges and Rural Realities

- **Recruiting qualified faculty** is a major challenge. Finding instructors who meet the state's minimum qualifications to teach college-level courses is **difficult in isolated areas, limiting the ability to offer a full range of pathways for students.**
  - **Long-distance travel for faculty** creates additional barriers. In many cases, faculty must drive significant distances to reach participating high schools, often **without additional compensation** for their travel time and expenses.
  - **Resource limitations** make it difficult to sustain and grow dual enrollment programs. With lean budgets and small staff, it is difficult to:
    - Fund stipends for faculty
    - Provide textbooks and materials
    - Dedicate staff positions to coordinate programs
  - **The digital divide** continues to impact families and students in rural communities:
    - High-speed, reliable internet access is limited in many areas.
    - Some parents are **not comfortable with technology** or online enrollment forms, creating additional barriers to participation.
-

## Strategies to Overcome Obstacles

- **Flexible Faculty Solutions:**  
Recruit local high school teachers with master's degrees while using proctors to support visiting college instructors.
- **Provide Mileage Stipends:**  
Mendota District covers mileage costs for commuting faculty.
- **Leverage Funding and Prioritize Dual Enrollment in Budgets:**  
Leverage resources between college and high school and make dual enrollment a priority during budget development.
- **Flexibility:**  
Provide flexibility, such as printed forms in lieu of online forms, for families lacking technology.

*"If you want to know what a district values, look at how they spend their time and money." – Dr. Paul Lopez*

## Outcomes and Impact

- **Courses Offered:** 47 courses in 2023–24, with 90% face-to-face delivery.
- **Graduates:** 52 students earned both a high school diploma and an Associate of Science degree in 2024.
- **Cohort Success Rates:** 87.9% (Fall), 88.4% (Spring).
- **Total Units Completed:** Over 1,800 units completed in Fall 2024 alone.

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## Bottom Line

Coalinga College and Mendota High School have **proven what's possible for small rural communities** through strong leadership, creativity, trust, and a relentless focus on student success. By aligning resources and embedding deep family and community engagement, they've created a sustainable system where students graduate **college-ready — and often college-complete.**

*"At first, people doubted this program could work. Now they can't imagine Mendota without it." – Dr. Paul Lopez*

*"The right people in the right seats make all the difference." – Travis Kirby*

## Columbia College × Summerville High School & Sonora High School

### Columbia College 2024-2025 Academic Year

Total full-time equivalent (FTE) enrollment (credit) at Columbia College <sup>5</sup>	<b>1,889</b>
Number of dual enrollment course sections offered (CCAP)	<b>60</b>
Number of dual enrollment course sections taught by high school teachers who meet minimum qualifications (MQs)	<b>30</b>
Total number of students enrolled in dual enrollment courses (CCAP) <sup>6</sup>	<b>1,069</b>
Total number of high school students enrolled in courses <sup>7</sup>	<b>3,166</b>

**Pathways:** Columbia College offers some career and technical education pathways, and other pathways are in development.

### Who Was at the Table

#### Columbia College

Mike Baldwin – Director of Dual Enrollment  
 Cyndi Olsen – Program Specialist, Dual Enrollment

#### Summerville High School

Brett Christopher – Principal  
 Jamee Dahl – College & Career Counselor

#### Sonora High School

Karen Sells – Principal  
 Courtney Castle – Counselor & Dual Enrollment Coordinator  
 Gretchen Birtwhistle – CTE Teacher on Special Assignment & Grants

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<sup>5</sup> Full-time equivalent enrollment data for colleges taken from the California Community College Chancellor's Office Data Mart for-credit enrollment for the 2024-25 academic year.

<sup>6</sup> California Community College Chancellor's Office Data Mart-Student Special Population CCAP for the 2024-25 academic year,

<sup>7</sup> California Community College Chancellor's Office Data Mart-Student Special Population Headcount (duplicated CCAP and Special Admit) for the 2024-25 academic year.



## Our Dual Enrollment Story – Columbia College

Columbia College and Summerville High School have built a relationship-centered dual enrollment program that has experienced rapid growth over the past two years. What began as a small, opt-in model now reaches **over one-third of Summerville students**, making dual enrollment a standard part of the high school experience.

The partnership is rooted in College and Career Access Pathways (CCAP) agreements, which allow students to take college courses during the high school day, eliminating transportation barriers common in rural areas. This model was intentionally adapted to the rural context, aligning courses with student interests and local workforce needs.

*"I just pick up the phone and call Mike (Baldwin). For us, it has become that easy to start the conversation and get something rolling." — **Brett Christopher***

One major shift was **replacing Advanced Placement (AP) courses with dual enrollment** when appropriate, such as switching AP U.S. History to a college-level history course, while maintaining **grade bump incentives to align with AP**. Parent and student education efforts were consistent and intentional, helping families understand the benefits and processes of dual enrollment.

*"Dual enrollment applies to everybody... it's easy to sell it to everyone and then build off individual needs." — **Jamee Dahl***

Through strategic use of grants like Guided Pathways, K-16 Collaborative, and Title III, the high school and college funded key roles. This included a **dedicated college & career counselor, with plans to sustain the position long-term**. These investments, combined with strong communication and a shared commitment to students, have fueled a cultural shift where college is normalized and accessible for all students.

Sonora High School's **Middle College**, launched in 2008, started on the Columbia College campus and later transitioned back to the high school to maintain a traditional high school experience while expanding course flexibility.

Today, the model combines:

- **Middle College:** Students take a reduced high school course load (minimum four courses) plus Columbia College courses either on campus or online.
- **CCAP-Embedded Courses:** College-taught courses are integrated into CTE pathways such as Fire Science, EMS, CNA, and Welding. New additions include Medical Terminology with an introductory Health Careers course serving as a feeder.

Almost **half of Sonora’s seniors participate** in Middle College or CCAP, and **alternative education students are transported to participate**, expanding equity and access.

*“Every semester, students meet with me and the college counselor... so every class is purposeful.” — **Courtney Castle***

Sonora High School’s proximity to Columbia College—just five miles away—and **free county transit** with a Columbia student ID help remove transportation barriers, making higher education accessible to all students.

## Best Practices and High Impact Strategies

### 1. Strong Partnership and Communication

- Frequent, direct communication ensures problems are solved quickly.
- College staff maintain a visible presence at the high school, hosting events, visiting classes, and working side-by-side with high school staff.

*“There hasn’t been a lot of ‘no’ in this group... it’s a lot of ‘let’s try!’” — **Brett Christopher***

### 2. Scheduling & Staffing with CCAP as the Backbone

- Classes are offered during the school day, removing transportation barriers.
- Dual enrollment sections are prioritized in the master schedule, not simply added at the end of the day.
- High school faculty who meet the minimum qualifications teach CCAP courses, supplemented by college instructors as needed.

*“We had to educate our teachers that dual enrollment was a good thing... and a really good way is having them be the instructors through CCAP.” — **Brett Christopher***

### 3. Culture and Change Management

- Replace AP courses when dual enrollment provides a better fit, with board-approved grade bumps to maintain equity.
- Ongoing parent and student outreach builds understanding and trust.
- Students are encouraged to explore college courses broadly, then narrow their focus based on interest and career goals.

#### 4. **Pathway-Aligned Program Design**

- CTE courses align with existing programs like CAL FIRE, Automotive, Welding, Forestry, and Programming.
- An "Intro to College/Guidance" course serves as an "on-ramp." giving students early exposure to college expectations.

#### 5. **Strategic Use of Resources**

- Grants fund pilot programs and roles like the College & Career Counselor.
- The district commits to sustaining key positions beyond grant cycles.
- Clear CCAP MOUs outline stipends and compensation parity for dual enrollment teachers.

*"We argued to fund the counselor role long-term... ten years from now this position needs to continue." — **Brett Christopher***



### **Challenges and Rural Realities**

- **Labor-intensive processes** due to rapid growth have led to heavy manual processing of applications and forms, plus increased counseling loads for first-time college students.
- **Recruiting qualified faculty** is a major challenge. Finding instructors who meet the state's minimum qualifications to teach college-level courses is

difficult in isolated areas, limiting the ability to offer a full range of pathways for students.

*"The person who teaches dual enrollment really has to be the right person."* –

**Gretchen Birtwhistle**

- **Resource limitations** make it difficult to sustain and grow dual enrollment programs.

*"Each one of those is a first-time college student who needs extra support."* — **Cyndi Olsen**

*"I worry without on-going funding we won't be able to constantly support our students—that's what I worry about."* – **Gretchen Birtwhistle**

- There' is a **limited work-based learning capacity** because local employers are limited in their availability for clinicals, ride-alongs, or apprenticeships.

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## Strategies to Overcome Obstacles

- **Flexible Faculty Solutions:**  
Recruit local high school teachers with master's degrees while using proctors to support visiting college instructors.
- **Leverage Funding and Prioritize Dual Enrollment in Budgets:**  
Leverage resources between college and high school and make dual enrollment a priority during budget development.
- **Start with Certifications that Meet Industry Needs**, then expand as enrollment grows.
- Provide **Free Transportation** through partnerships with local transit authorities.

## Outcomes and Impact

- **Scale and Access:** Expansion continues each year. Now, **over one-third of students are participating** in dual enrollment at Summerville High School while **almost half of seniors** at Sonora High School are engaged in Middle College or CCAP programs.
- **Access:** Inclusive approach ensures **socioeconomically disadvantaged students** have access to college credits and certifications.
- **Industry-Relevant Certifications:** Programs like welding with embedded certifications in courses to meet current labor demands.

"We've gone from 650 to over 1,000 dual enrollment students in a year—it's helping students." — **Mike Baldwin**

## Bottom Line

Columbia College's partnerships with **Summerville and Sonora High Schools** illustrate how relationship-driven, rural-focused dual enrollment can **transform student outcomes**. By combining **CCAP agreements and workforce-aligned pathways**, these programs overcome geographic and resource constraints.

Despite challenges like staffing shortages and funding instability, the partnerships have created **visible, tangible wins**: students graduating with degrees, earning industry certifications, and entering college and the workforce with confidence. This model demonstrates that even in small, rural communities, **dual enrollment can be scaled sustainably** to foster a true college-going culture.

"Dual enrollment creates opportunity for our kids who might not otherwise see college as attainable." — **Karen Sells**

## Lemoore College × Lemoore & Caruthers High Schools

### Lemoore College 2024-2025 Academic Year

Total full-time equivalent (FTE) enrollment (credit) at Lemoore College <sup>8</sup>	<b>3,162</b>
Number of dual enrollment course sections offered (CCAP)	<b>22</b>
Number of dual enrollment course sections taught by high school teachers who meet minimum qualifications (MQs)	<b>16</b>
Total number of students enrolled in dual enrollment courses (CCAP) <sup>9</sup>	<b>552</b>
Total number of high school students enrolled in courses <sup>10</sup>	<b>3,496</b>

<sup>8</sup> Full-time equivalent enrollment data for colleges taken from the California Community College Chancellor's Office Data Mart for-credit enrollment for the 2024-25 academic year.

<sup>9</sup> California Community College Chancellor's Office Data Mart-Student Special Population CCAP for the 2024-25 academic year,

<sup>10</sup> California Community College Chancellor's Office Data Mart-Student Special Population Headcount (duplicated CCAP and Special Admit) for the 2024-25 academic year.

**Pathways:** Lemoore College offers 16 dual enrollment pathways.

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## Who Was at the Table

### Lemoore College

James Preston – President

Kris Costa – Vice President of Educational Services

Callie Branan – Director of Outreach and Recruitment

### Lemoore High School

Alyssa Mitchell – College & Career Counselor

Christina Braaten – College & Career Specialist

### Caruthers High School

Raina Sanchez – Guidance Counselor

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## Our Dual Enrollment Story – Lemoore College

Lemoore College has experienced **rapid growth** in dual enrollment, transforming from isolated course offerings to a **pathway-based program** embedded across multiple school districts. Before COVID-19, approximately 10% of the college's enrollment came from high school students. By **fall 2023**, dual/concurrent enrollment accounted for **22% of total enrollment**, more than doubling in five years.

The college now partners with 5–6 high school districts, with some schools scaling quickly and others facing slower adoption due to political factors such as a preference to Advanced Placement (AP) vs. dual enrollment.

*“Dual enrollment has gone from random acts to a structured, pathways-based program that now represents 22% of our enrollment.” — **James Preston***

There are only two colleges in Lemoore College's service area. The collaboration with Caruthers High School is unique because it operates outside Lemoore College's service area and required Fresno City College's approval. The initial focus was on

careers in education, with expansion into child development, Spanish, and welding courses.

At Lemoore High School, offerings grew from a single statistics class in 2017 to 10 courses today, covering general education, transfer core, CTE, and pathway-specific courses like Introduction to Education.

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## Best Practices and High-Impact Strategies

### 1. Dedicated Staff on Both Sides

- At the college: The director of Outreach and Recruitment serves as the single point of contact for all high schools, and a full-time counselor was reassigned exclusively to dual enrollment students.
- At the high school: The College and Career counselor provides ongoing advising, progress monitoring, and intervention for struggling students.

*“Having someone like Alyssa who can step in when grades drop has been a game-changer.” — **Christina Braaten***

### 2. Technology to Streamline Enrollment

- Implemented *DualEnroll.com* to automate registration, provide real-time notifications, and eliminate paper processes.
- Scaled the program to over 400 students without overwhelming counseling staff.

*“If you have a person and a system like DualEnroll.com, you can take dual enrollment to scale.” — **Kris Costa***

### 3. Parent Engagement and Trust-Building

- Dual Enrollment Nights are held each semester at both college and high school locations.
- Sessions include joint presentations by college and high school staff.
- Outreach expanded to 8th-grade families, building early awareness and trust.

### 4. Faculty Training and Support

- Adjunct faculty (including high school teachers who teach dual enrollment) are invited to their Summer Innovate Program that provides Canvas-focused training and AI integration to help part-time faculty.

- Teachers receive professional development before each semester to provide updates and support for navigating the learning management system and best teaching practices.

## 5. Flexible Delivery Models

- Online facilitator model ensure continuity when credentialed teachers aren't available. College instructors teach online while high school staff facilitate in-person.

## 6. Strategic Pathway Expansion

- Added U.S. History as a dual enrollment option, which is a graduation requirement.
- Expanded business, agriculture, and criminal justice offerings based on data and student demand.



## Challenges and Rural Realities

- It is **difficult to recruit faculty** who meet the minimum qualifications to teach courses in pathways.
- **CTE pathways at high schools don't always match college CTE offerings**, requiring more coordination with other colleges to offer aligned pathways.
- **Small schools**, especially with fewer than 700 students, **struggle to fill sections**, balance Advanced Placement vs. dual enrollment messaging, and fit courses into tight schedules.
- **Funding and staffing gaps** - Positions often depend on temporary grants, creating instability and requiring creative budget solutions.

*"If I could dedicate all my time to dual enrollment, we could grow, but I'm pulled in so many directions."* — **Raina Sanchez**

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## Strategies to Overcome Obstacles

- **Flexible Faculty Solutions:**  
Recruit local high school teachers with master’s degrees while using proctors to support visiting college instructors.
- **Work with Other Colleges:**  
When possible, work with other colleges to help create online course options for CTE courses that don’t align with local colleges’ offerings.
- **Focus on General Education Pathways** with small high schools to help create college-going “on-ramps”.
- **Dedicated Staff:**  
When possible, leverage existing staff and assign dedicated dual enrollment responsibilities such as a dedicated counselor.

## Outcomes and Impact

### Lemoore High School:

- 2023–24: **405 students enrolled**, nearly doubling participation through U.S. History and other core courses.
- **Success rates:** 94% completion, 84% success rate.

### Caruthers High School:

- ~85 total dual enrollment students across all courses.
- 100% completion and success rates.

### Overall Impact:

- Dual enrollment students consistently **outperform non-dual-enrolled peers by 10%** in success rates.
- Parents increasingly prefer dual enrollment over Advanced Placement due to guaranteed college credit and GPA bump incentives.

*“Parents now see the difference: AP tests aren’t guaranteed credit, but dual enrollment is.” — **Alyssa Mitchell***

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## Bottom Line

Lemoore College has successfully scaled its dual enrollment program by investing in **dedicated staff**, leveraging **technology**, and focusing on **parent engagement and pathway alignment**. This relationship-driven approach transformed dual enrollment from scattered offerings into a strategic system that now represents **nearly a quarter of the college’s total enrollment**.

## Merced College × Merced Union High School District

### Merced College 2024-2025 Academic Year

Total full-time equivalent (FTE) enrollment (credit) <sup>11</sup>	<b>10,570</b>
Number of dual enrollment course sections offered (CCAP)	<b>40</b>
Number of dual enrollment course sections taught by high school teachers who meet minimum qualifications (MQs)	<b>28</b>
Total number of students enrolled in dual enrollment courses (CCAP) <sup>12</sup>	<b>3,734</b>
Total number of high school students enrolled in courses <sup>13</sup>	<b>5,104</b>

**Pathways:** Merced College offers 11 dual enrollment pathways. In addition to CCAP, Merced College had non-CCAP high school enrollments in 175 sections.

## Who Was at the Table

### Merced College

- Gregory Soto – Dean of Student Services

### Merced Union High School District (MUHSD)

- Stacey Cool – Program Administrator

<sup>11</sup> Full-time equivalent enrollment data for colleges taken from the California Community College Chancellor’s Office Data Mart for-credit enrollment for the 2024-25 academic year.

<sup>12</sup> California Community College Chancellor’s Office Data Mart-Student Special Population CCAP for the 2024-25 academic year,

<sup>13</sup> California Community College Chancellor’s Office Data Mart-Student Special Population Headcount (duplicated CCAP and Special Admit) for the 2024-25 academic year.



## Our Dual Enrollment Story – Merced College

Merced College has a long history of offering concurrent enrollment to high-achieving students. However, with the passage of AB 288, the college made a transformative shift toward **closing equity gaps** and expanding access to historically underrepresented students.

In 2020, the college invested in significant structural changes:

- **Created a dedicated dean position** focused solely on dual enrollment.
- **Restructured the outreach department** to strengthen the college’s presence on high school campuses.

*“Before 2020, dual enrollment was hodgepodge — someone might spend 10% of their time on it. Now we’ve invested in the internal structure to make it sustainable.”*  
– **Gregory Soto**

The shared vision between Merced College and MUHSD is deeply community-driven. *“Most of our students stay here after graduation. We have a vested interest in working together to make the best community members we can.”* – **Stacey Cool**

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## Best Practices and High Impact Strategies

### 1. Pathways Counseling Program – A Unique Shared Staffing Model

A signature innovation of the partnership is a **shared counselor model**:

- MUHSD counselors who meet minimum qualifications also serve as adjunct college counselors after school hours.
- All counselors have dual access to Aeries (high school system) and Colleague (college system), providing seamless academic and career planning.
- There are 17 pathways counselors embedded across MUHSD high schools.

*“If you’re a ninth grader interested in earning college credit, you have someone at your high school who knows both systems and can help your family plan every step.” – **Gregory Soto***

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## **2. Equivalency Grid – Transparency for Families and Schools**

To simplify and standardize course planning, MUHSD created a [public-facing equivalency grid](#):

- Clearly shows how college courses count toward high school graduation and A-G requirements.
- Provides consistency across schools so that a course counts the same whether a student is at Merced High or Livingston High.
- Helps families compare dual enrollment vs. Advanced Placement course options.

*“Whether a student is at Merced High or Livingston High, if they take History 17A, it counts the same way.” – **Stacey Cool***

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## **3. Embedded College Staff and Supports**

Merced College has placed **enrollment retention specialists** at each high school who:

- Assist with applications, Canvas (LMS) access, and technical needs.
- Provide high-touch support for first-generation students and families.
- Conduct outreach for transitioning seniors to ensure college enrollment readiness.

This eight-person team guarantees that students receive on-site, personalized guidance without having to travel to a college campus.

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## **4. Math Bridge Program – Targeting Underrepresented Students**

Merced College and MUHSD partnered with **College Bridge** to implement the **Math Bridge Program**, aimed at students who may not see themselves as “college material”:

- Courses focus on elementary statistics, a key barrier to degree completion.
- Designed for non-traditional students, not just high achievers.

- Includes teacher and counselor training to shift adult mindsets and reduce gatekeeping.

*“We’re not looking for the 4.0 students for this program. It’s about showing every student that college is for them.” – **Stacey Cool***

As a result, entire math departments now participate in professional development, fostering shared responsibility for student success.



## Challenges and Rural Realities

- It is **difficult to recruit faculty** who meet the minimum qualifications to teach courses in pathways.
- **Technology barriers** make it difficult for students to access online resources, especially in most rural parts of the district.
- Distances between colleges and remote high schools create **transportation issues**.
- **Funding and staffing gaps** - Positions often depend on temporary grants, creating instability and requiring creative budget solutions.

## Strategies to Overcome Obstacles

- **Flexible Faculty Solutions:**  
Recruit local high school teachers with master’s degrees and use back-to-back scheduling and leveraging faculty already traveling for other programs (e.g., Rising Scholars in prisons).
- **Provide Mobile Hot Spots:**  
Mobile registration units are used in areas with poor connectivity, such as rural Mariposa, where stable service is only available off campus.
- **Provide Faculty Stipends:**

Stipends are provided to compensate faculty since mileage reimbursement isn't part of current contracts.

- **Hire Dedicated Staff:**  
Hire someone (like a dedicated dual enrollment dean) who is responsible for program oversight and program sustainability.

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## Outcomes and Impact

- **Students Served:** Nearly **2,000 unduplicated students** annually.
- **Success Rates:** Average pass rates **above 80%**.
- **Innovative Pilots:**
  - 9th grade courses on well-being and conflict management.
  - Summer Spanish program with nearly **300 students**.

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## Bottom Line

The Merced College–MUHSD partnership proves that rural colleges and K-12 systems can work together to expand access and equity in dual enrollment. Through **shared staffing models, transparent systems, and intentional community-centered strategies**, they've created a scalable and sustainable model — even amid geographic and funding challenges.

*“It starts with leaders who can pick up the phone, talk about pain points, and pivot quickly.” – **Gregory Soto***

*“We have a vested interest in building strong community members who will thrive here after graduation.” – **Stacey Cool***

## Porterville College × Porterville Unified High School District and Burton High School

**Porterville College 2024-2025 Academic Year**

Total full-time equivalent (FTE) enrollment (credit) <sup>14</sup>	<b>3,308</b>
Number of dual enrollment course sections offered (CCAP)	<b>131</b>
Number of dual enrollment course sections taught by high school teachers who meet minimum qualifications (MQs)	<b>57</b>
Total number of students enrolled in dual enrollment courses (CCAP) <sup>15</sup>	<b>0</b>
Total number of high school students enrolled in courses <sup>16</sup>	<b>2,604</b>

**Pathways:** Porterville College offers 11 dual enrollment pathways.

### Who Was at the Table

**Porterville College (PC):**

- Thad Russell – Vice President of Instruction
- Erin Wingfield – Interim Vice President of Student Services
- Jackie Salas – Dual Enrollment Counselor
- Lorena Villa – Early College Coordinator
- Gloriann Garza – Program Manager

**Porterville Unified School District (PUSD):**

- Martha Stemky – Assistant Superintendent, Instructional Services
- Veronica Zarco – Dean of Counseling, Granite Hills High School

**Burton School District:**

- Martin Medina – Principal, Summit Collegiate High School

<sup>14</sup> Full-time equivalent enrollment data for colleges taken from the California Community College Chancellor’s Office Data Mart for-credit enrollment for the 2024-25 academic year.

<sup>15</sup> California Community College Chancellor’s Office Data Mart-Student Special Population CCAP for the 2024-25 academic year. Porterville College is offering CCAP in the 2025-26 academic year.

<sup>16</sup> California Community College Chancellor’s Office Data Mart-Student Special Population Headcount (duplicated CCAP and Special Admit) for the 2024-25 academic year.



## Our Dual Enrollment Story – Porterville College

Porterville College (PC) has built long-standing partnerships with **Porterville Unified School District (PUSD)** and **Burton School District**. The early college model has experienced dramatic growth, especially at Summit Collegiate High School, which went from **two A.A. completers in 2018 to nearly 25 completers in the most recent year**.

The partnership emphasizes **exposure to college coursework**, with a target of at least 15 units for all students while maintaining pathways for full associate degree completion.

To foster communication and alignment, the college and its partners implemented a **shared governance structure**:

- Core Team: Admissions & Records, Student Services, Early College staff, and advisors meet frequently.
- Coordinating Council: Includes all high school partners and meets 2–3 times per semester to align calendars, policies, and solve problems collaboratively.

*“We’re trying to eliminate the siloing... by distributing information across as many people as we can. That’s succession planning.” – **Thad Russell***

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## Best Practices and High Impact Strategies

### 1. Partnership Infrastructure & Continuity

The Coordinating Council and Core Team create a **community of practice**, ensuring decisions are shared openly and institutional memory is preserved despite staff turnover.

*“It’s about creating systems that are going to outlive us... policies we put into place as we learn.” – **Martin Medina***

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## 2. On-Site College Presence – Student-First Service Design

- Mobile College Counselor Model: PC’s dual enrollment counselor rotates across high schools daily, using QR code self-scheduling and pulls students out of class to meet if they are flagged by early alerts.
- Advisors are present weekly on high school campuses.
- Bilingual parent orientations are offered in English and Spanish, both in person and via Zoom, with recordings posted online.

*“I no longer have an office at Porterville College—I have a mobile office at the high schools so students can find me.” – Jackie Salas*

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## 3. Early Alert & Academic Safeguards

- The Navigate early-alert system routes dual enrollment students directly to the counselor or advisor for same-day intervention.
- D/F Stop-Out Policy: Students who earn a D or F cannot enroll in new college courses until the grade is addressed, preventing long-term transcript damage.

*“We’re limiting the damage to one course... avoiding the death spiral of probation.” – Thad Russell*

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## 4. Structured Onboarding & Equitable Access

- **9th-Grade Academic Success Course:** All Summit Collegiate High School 9th graders are enrolled as Porterville College students from semester one, learning college platforms and exploring sequenced pathways.
- **Student support:**
  - District-funded textbooks
  - Transportation for off-site classes
  - Honors GPA bump for dual enrollment courses
  - Proctored labs for online PC courses on high school campuses
- Tutoring through PC’s Learning Resource Center, both in person and via Zoom.

*“Our students can’t always get help at home... we provide a lot of hand-holding and clear routes to tutoring.” – Jackie Salas*

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## 5. Smart Scheduling & Staffing Flexibility

High schools submit section requests and preferred times and college division chairs staff classes through:

- High school instructors who meet minimum qualifications, or
- Teach online courses when faculty cannot teach in person at the high school but visit the classroom in person periodically (some PC faculty do this even though they are not required to do so.)

Applications and registration are managed through DualEnroll.com, which has provided efficiency, with paper consent forms available for families who lack reliable technology.

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## 6. Course Mix Aligned to Cal-GETC & Pathways

PUSD have refined course offerings to **avoid random accumulation of units** and ensure alignment with Cal-GETC and pathway requirements.

*“We cut back to be more mindful and strategic, so students don’t end up with units that hurt financial aid or don’t apply well.” – Veronica Zarco*

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## Challenges and Rural Realities

- It is **difficult to recruit faculty** who meet the minimum qualifications to teach courses in pathways due to distance between nearby colleges in Fresno and Bakersfield.
- Distances between colleges and remote high schools create **transportation issues**.
- **Gaps in access to technology and a digital divide** impacts families and students in rural communities

- **Funding and staffing gaps** - Positions often depend on temporary grants, creating instability and requiring creative budget solutions.

## Strategies to Overcome Obstacles

- **Flexible Faculty Solutions:**  
Recruit local high school teachers with master's degrees and offer sections online when faculty are unable to teach in the high schools. Use of right-of-assignment policies to prioritize high school course delivery.
- **Provide flexible modalities** such as Zoom, phone calls, and online forms embedded into the high school day help students who cannot travel to PC offices after school.
- Implement **flexible enrollment processes** such as paper consent forms when parents can't access online forms then upload them into DualEnroll.com; provide bilingual orientations expand reach.

*"We try not to place salaries on grants because of institutionalization concerns—even if that's hard." – Thad Russell*

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## Voices from Students & Families

- **Strong demand:** Student awareness starts as early as 8th grade.
- **Parent interest:** Driven by cost savings and access to college, but mismatches occur when families push for an A.A. before students are developmentally ready.
- **Counselors play a key role** in navigating readiness conversations.

*"We have to have tough conversations—these are still 15–16-year-olds and maturity varies." – Martin Medina*

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## Recommendations for Funders and Policymakers

- **Fund the people, not just the pilots.**

*"My dual-enrollment counselor role is contingent on funding—we need support to keep positions like this." – Jackie Salas*

- **Remove cost barriers for students.**

*"If we can't purchase the textbooks, it becomes tricky to offer courses." – Veronica Zarco*

- **Enable a true K-14/16 system** by supporting science labs, easing pathways, and incentivizing shared services between colleges and districts.

*“We need better K-14/16 systems and flexibility so students can access the sciences that are hardest to staff.” – **Martin Medina***

## Outcomes and Impact

- Summit Collegiate increased the number of A.A. degree completers from **2 students in 2018 to nearly 25 in the most recent year.**
- Goal: At least **15 units completed per high school student**, expanding exposure to college-level coursework.
- **Institutional support:** weighted GPA, textbook funding, transportation support, and tutoring access.

## Bottom Line

Porterville College and its K-12 partners have developed a scalable rural model that transforms constraints into **repeatable systems**. By focusing on **early intervention, structured onboarding, and sustainable staffing**, they’ve built a foundation for long-term success. Continued investment in people and processes will ensure students graduate **college-ready and equipped for future pathways**.

*“These practices show why sustained investment is essential to keep the momentum.” – **Thad Russell***

*“Policies we create today must outlive us and continue to benefit students for years to come.” – **Martin Medina***

## Reedley College × Sanger Unified School District

### Reedley College 2024-2025 Academic Year

Total full-time equivalent (FTE) enrollment (credit) <sup>17</sup>	<b>7,081</b>
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<sup>17</sup> Full-time equivalent enrollment data for colleges taken from the California Community College Chancellor’s Office Data Mart for-credit enrollment for the 2024-25 academic year.

Number of dual enrollment course sections offered (CCAP)	<b>389</b>
Number of dual enrollment course sections taught by high school teachers who meet minimum qualifications (MQs)	<b>50% (apx)</b>
Total number of students enrolled in dual enrollment courses (CCAP) <sup>18</sup>	<b>6,470</b>
Total number of high school students enrolled in courses <sup>19</sup>	<b>8,969</b>

**Pathways:** Reedley College offers 25 dual enrollment pathways.

### Who Was at the Table

#### Reedley College

- Dr. Sandra Fuentes – Dean of Early College
- Richard Aguilar – Director of Dual Enrollment

#### Sanger Unified School District

- Carmen Garvis – Dual Enrollment Coordinator, Curriculum Support Provider
- Kirsten Coronado – Sanger Unified Area Superintendent



### Our Dual Enrollment Story – Reedley College

Reedley College has strategically expanded its dual enrollment program by building **intentional, pathway-aligned partnerships** with **19 high schools**. The partnership

<sup>18</sup> California Community College Chancellor’s Office Data Mart-Student Special Population CCAP for the 2024-25 academic year,

<sup>19</sup> California Community College Chancellor’s Office Data Mart-Student Special Population Headcount (duplicated CCAP and Special Admit) for the 2024-25 academic year.

with Sanger Unified serves as a model for scaling access equitably while addressing the unique barriers faced by rural communities.

The program began in 2014 with a Plant Science pathway through a collaboration with Wonderful Agriculture, offering a complete sequence of courses that led to an associate degree. Over time, the initiative expanded to include engineering, CTE pathways, and collaborations with Valley ROP and other regional colleges.

Today, Reedley's dual enrollment program includes:

- **19 partner high schools**
- **~25 streamlined pathways** ranging from certificates to full AA-T degrees
- Cohorts of students graduating with Liberal Studies degrees through Middle College High Schools and smaller rural districts like Parlier High School

*"We will no longer offer random acts of dual enrollment. Everything we do must align to a clear pathway that leads to certificate or degree completion."* – **Dr. Sandra Fuentes**

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## Best Practices and High Impact Strategies

### 1. Intentional Pathway Design

Reedley has shifted from offering scattered courses to building **structured, intentional pathways**:

- Agriculture, Engineering, Welding, and Automotive pathways for larger schools.
- Liberal Studies pathways for smaller rural schools.
- CalGETC certificate models for general education completion.

At Sanger High School, **50% of courses are taught by qualified high school faculty** who meet minimum qualifications, making the program more sustainable.

*"Once schools see how just a few extra classes can help 30 students graduate with an AA, the buy-in grows exponentially."* – **Richard Aguilar**

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### 2. Strategic Staffing and Infrastructure

Reedley has invested in **dedicated staff and resources** to build long-term sustainability:

- Dean of Early College and director of Dual Enrollment to oversee the initiative.

- Seven adjunct counselors embedded at partner schools.
- Three full-time faculty dedicated to dual enrollment and focused on Math, Counseling, and Middle College coordination.

**On-Site Success Centers** have been established at high schools where adjunct counselors:

- Provide office hours for application assistance, academic planning, and interventions.
- Connect students with tutoring, technology, and library resources.
- Run college-readiness workshops for students and families.

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### 3. High School Partnership Practices

- **Proctor Model:** Credentialed teachers act as in-class proctors, supporting college faculty with classroom management and logistics.
- **Faculty Recruitment & Professional Development:** Sanger actively hires teachers with master's degrees to teach CCAP courses, increasing local capacity.
- **Monthly Partnership Meetings:** These provide a forum for open communication and rapid problem-solving.

*"Relationships are at the core of everything we do. Our partners have our cell numbers – they call, we answer."* – **Dr. Sandra Fuentes**

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### 4. Parent and Community Engagement

Parent education is a central part of Reedley's strategy. Families are provided with:

- Academic expectations and support structures.
- Financial information highlighting cost savings of dual enrollment.
- Degree and certificate pathway options.

As parents understand the benefits, they become powerful advocates, influencing school boards and district decisions to expand dual enrollment.

*"When families understand the value, they demand it – and boards listen."* – **Dr. Sandra Fuentes**

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## Challenges and Rural Realities

- It is **difficult to recruit faculty** who meet the minimum qualifications to teach courses in pathways.
- Some **teachers who teach Advanced Placement (AP) worry dual enrollment will reduce rigor or replace AP programs.**
- **Small high schools** find it difficult to enroll enough students in courses and it is difficult to run specialized pathways with **small numbers of students.**

## Strategies to Overcome Obstacles

- **Flexible Faculty Solutions:**  
Recruit local high school teachers with master's degrees and provide incentives and professional development to grow local talent.
- **Sharing data and success stories** helps shift perceptions about rigor and value of dual enrollment.
- **Community Pressure as Leverage:**  
Parent advocacy has driven district action and program growth.
- **College faculty travel to high schools,** host college tours, and provide student IDs and college swag.
- **Leverage CalGETC Certificate:**  
Small schools start with existing general education courses. Adding one or two courses allows students to graduate with a transferable certificate.

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## Outcomes and Impact

- **High Success Rates:** Dual enrollment students maintain a **94–95% success rate.**

- **Historic Graduation:** In 2025, Reedley celebrated its **largest commencement ever**, with **817 graduates**, hundreds of whom earned dual enrollment credits.

*“This is about generational change – it’s not just credits; it’s social and economic mobility for families and communities.” – **Dr. Sandra Fuentes***

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## Key Lessons and Tips

1. **Build Relationships First:** Trust and consistent communication are foundational to success.
  2. **Hire Strategically:** Prioritize high school faculty with master’s degrees and embed counselors in schools.
  3. **Engage Families:** Parent advocacy drives program expansion and sustainability.
  4. **Show Success Through Data:** Share completion rates, transfer numbers, and student stories with communities and boards.
  5. **Start Small, Scale Smart:** Begin with GE pathways and expand into specialized programs as capacity grows.
  6. **Invest in Building Block Courses:** Counseling courses prepare marginalized students for success in college coursework.
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## Bottom Line

Reedley College and its partners are transforming dual enrollment in rural communities by combining **intentional pathway design**, strong community relationships, and **equity-focused practices**. By starting with general education pathways and scaling into specialized programs, they have created a model that not only addresses the challenges of rural education but also drives college completion and economic mobility for entire communities.

*“We no longer offer random acts of dual enrollment – everything is intentional.” – **Dr. Sandra Fuentes***

*“Our students are completing degrees and certificates while still in high school – it’s transformative.” – **Richard Aguilar***

## San Joaquin Delta College × Stagg High School × College Bridge Model

### San Joaquin Delta College 2024-2025 Academic Year

Total full-time equivalent (FTE) enrollment (credit) <sup>20</sup>	<b>16,100</b>
Number of dual enrollment course sections offered (CCAP)	<b>180</b>
Number of dual enrollment course sections taught by high school teachers who meet minimum qualifications (MQs)	<b>5</b>
Total number of students enrolled in dual enrollment courses (CCAP) <sup>21</sup>	<b>3,961</b>
Total number of high school students enrolled in courses <sup>22</sup>	<b>9,695</b>

**Pathways:** San Joaquin Delta College offers five dual enrollment pathways.

### Who Was at the Table

#### San Joaquin Delta College

- Vivie Sunu – Dean of Dual Enrollment
- Jacquelynn Schwegel – Math Professor, College Bridge Program

#### Stagg High School

- Gina Saxton – High School Math Teacher and College Bridge Partner

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### A Math Bridge Partnership – San Joaquin Delta College

San Joaquin Delta College has a long history of offering dual enrollment, but its recent implementation of a **bridge program to prepare students for college and STEM pathways** is a model for all colleges, especially those in the Central Valley.

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<sup>20</sup> Full-time equivalent enrollment data for colleges taken from the California Community College Chancellor's Office Data Mart for-credit enrollment for the 2024-25 academic year.

<sup>21</sup> California Community College Chancellor's Office Data Mart-Student Special Population CCAP for the 2024-25 academic year,

<sup>22</sup> California Community College Chancellor's Office Data Mart-Student Special Population Headcount (duplicated CCAP and Special Admit) for the 2024-25 academic year.

Math faculty coordinate with high school math teachers through the **College Bridge Program**, which ensures high school students have access to math that will set them up for college success.

*“In Stockton, many high schools only require two years of math to graduate — sometimes just Algebra 1 and a personal finance course. Students were arriving to the college unprepared for STEM programs.” – Jacquelynn Schwegel*

*“Our goal has always been to foster interest in STEM. Without intervention, these students face a steep climb to start in pre-calculus or calculus.” – Jacquelynn Schwegel*

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## **Best Practices and High Impact Strategies for Teaching Math in High Schools**

### **1. Team Teaching for Student Success**

The hallmark of the program is **team teaching**, where a college professor partners with a high school teacher to support students:

- High school teachers lead classes on the days that college faculty are not on site, providing **consistent, daily mentorship**.
- High school teachers go above and beyond by hosting **after school or weekend review sessions**.

*“Math teachers play a critical role, even hosting weekend review sessions with pizza to keep students engaged.” – Jacquelynn Schwegel*

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### **2. Integrated Scheduling and Real-World Skills**

The course mirrors the structure of college-level learning:

- **Flipped Learning Model:** Students engage with selected lessons online to simulate the learning process and prepare them for in-class lessons.
- **College Readiness Skills:** Students learn to manage Canvas, check email, and meet deadlines independently.
- **Completion of Transfer level Math While in High School:** By completing **college-level statistics**, many students satisfy their **general education math requirement** for a bachelor’s degree **while still in high school**.

*“If you’re a junior or senior and complete this course, you may have completed the only math you need for a bachelor’s degree while in high school.” – Jacquelynn Schwegel*

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### 3. Building Student Confidence

Through supportive structures and consistent mentorship, students begin to see themselves as college-ready:

- Early in the semester, students rely on the high school teacher for guidance.
- By semester's end, they confidently engaged with the college professor, building self-advocacy skills essential for future success.

*“These students now understand that professors are there to help. They’ve learned to ask questions and seek support — a critical skill for college success.” – Jacquelynn Schwegel*

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## Outcomes and Impact

The program's first year produced **strong results**, demonstrating the power of this high-touch model:

- **Pass Rate:** 77% (17 of 22 students), higher than the pass rate for the same course taught to college students.
- **High Achievement:** Six students earned **A's** in college statistics.
- **Confidence Growth:** Students transitioned from tentative learners to empowered college-ready students.

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## Lessons Learned

### 1. Relationships Drive Success

The partnership thrives because of **strong relationships** between college and high school staff.

*“Gina [coordinating high school teacher] goes above and beyond — offering review sessions, texting reminders to students, and being a constant presence.” – Jacquelynn Schwegel*

### 2. Prepare Students for College Culture

Dual enrollment is more than mastering content — it's about **navigating systems and expectations**.

*“Students must learn to manage their own schedules, check email, and understand that the syllabus is their roadmap.” – Jacquelynn Schwegel*

### 3. Use Data for Advocacy

Higher success rates and more students selecting STEM majors provide **powerful evidence** for expanding bridge programs like the Math Bridge program.

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#### Bottom Line

San Joaquin Delta College’s **College Bridge Program** demonstrates how **intentional, high-touch dual enrollment utilizing a bridge program** can transform outcomes for students who may not otherwise see themselves as college-bound. By **building math confidence**, removing barriers, and fostering strong relationships, the program prepares students for success in STEM pathways and beyond — while serving as a model for other rural and urban schools seeking to expand equitable dual enrollment access.

*“This is about giving students the confidence to see themselves as college-ready — and capable of thriving in higher education.” – Jacquelynn Schwegel*

#### Taft College × Taft Union High School

##### Taft College 2024-2025 Academic Year

Total full-time equivalent (FTE) enrollment (credit) <sup>23</sup>	<b>2,273</b>
Number of dual enrollment course sections offered (CCAP)	<b>37</b>
Number of dual enrollment course sections taught by high school teachers who meet minimum qualifications (MQs)	<b>25</b>
Total number of students enrolled in dual enrollment courses (CCAP) <sup>24</sup>	<b>77</b>
Total number of high school students enrolled in courses <sup>25</sup>	<b>1,710</b>

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<sup>23</sup> Full-time equivalent enrollment data for colleges taken from the California Community College Chancellor’s Office Data Mart for-credit enrollment for the 2024-25 academic year.

<sup>24</sup> California Community College Chancellor’s Office Data Mart-Student Special Population CCAP for the 2024-25 academic year.

<sup>25</sup> California Community College Chancellor’s Office Data Mart-Student Special Population Headcount (duplicated CCAP and Special Admit) for the 2024-25 academic year.

**Pathways:** Taft College offers one dual enrollment pathway.

## Who Was at the Table

### Taft College

- Jaime Lopez – Dean of Instruction, Dual Enrollment Lead
- Greg Borman – Interim Vice President of Instruction
- Marni Cahoon – Adjunct Math Faculty, teaches at the high school

### Taft Union High School

- Mary Alice Finn – Principal, Dual Enrollment Liaison



## Our Dual Enrollment Story – Taft College

Taft College's dual enrollment journey began around 2009, offering a handful of courses in English, Speech, Sociology, and Biology. For years, the program primarily served hand-selected, highly prepared students.

After COVID-19 and key legislative changes, the college experienced a **cultural shift**, expanding access to ensure that **all students could benefit from early college opportunities**. This shift led to the establishment of a formal CCAP agreement, aligning a clear **general education pathway** for high school students.

Today, Taft offers a **blended staffing model**, with approximately 50% of courses taught by college faculty and 50% by high school teachers who meet minimum qualifications (MQs). This structure has built student confidence and created a normalized college experience on the high school campus.

*“COVID enrollments and legislative changes caused a culture shift... from just the best-prepared students to getting all students exposed to dual enrollment.”* – **Greg Borman**

The impact is visible:

- **380+ college course enrollments** in the past school year.
  - **69 of 312 incoming 9th graders** opted into Early College.
  - First college completions are emerging, with two students in the Class of 2024 earning college awards before graduating high school.
- 

## Best Practices and High Impact Strategies

### 1. Pathway-First Design

Moving from scattered course offerings to **mapped degree pathways** increased family and student buy-in:

*“Being able to share the pathway that students can follow... [gives] that clarity.” – **Jaime Lopez***

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### 2. Intentional Math Sequencing and Math Bridge

- **Two-Term Pre-Calculus → Calculus Sequence** with pre-calculus in the fall and calculus in the spring, which Improves readiness and retention. Students benefit from **shared vocabulary**, early exposure to concepts, and dual office hour support.

*“We introduce pre-calculus in the fall so that when they take calculus, they're familiar with the terminology. And I really think that's helped.” – **Marni Cahoon***

- **Two-Term Statistics Sequence** as part of the *Math Bridge* Program with pre-statistics taught by the high school teacher one semester followed by statistics taught by the college professor the next semester.

*“That precalculus class... has helped my retention on the calculus side.” – **Marni Cahoon***

*“They've got that vocabulary and that foundation when they hit the college stats course.” – **Marni Cahoon***

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### 3. Mixed Staffing and Co-Owned Pedagogy

Strategic blending of college faculty and high school faculty:

- Build **trust and confidence** among students.
- Normalizes college rigor within the high school setting.

*“A compliment from [a college professor] hits different for kids... it helps build confidence.” – **Mary Alice Finn***

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#### **4. Dedicated Leadership and Governance**

- Assigning someone to a **dual enrollment leadership role** improved daily coordination and oversight.
  - A **standing dual enrollment committee** with union representation sustains trust, compliance, and continuous improvement.
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#### **5. Early, Frequent Family Outreach**

Parent nights and coordination with feeder schools create strong **math “on-ramps”** and prepare families for the expectations of college-level work.

*“We’ve done a lot of marketing to families... the math is super important.” – **Mary Alice Finn***

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#### **6. Strategic Course Alignment**

Courses are carefully aligned to prevent duplication. For example, **AP Spanish was retired** when a dual enrollment Spanish sequence met the same need, streamlining pathways and expectations.

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#### **Challenges and Rural Realities**

- **Difficult to find qualified faculty** to teach dual enrollment courses due to remoteness and competition with colleges in more urban areas.
- **Workload issues include manual** processing of hundreds of enrollments strains counseling staff and risks displacing other high school duties.

- **Transportation barriers and small cohort sizes** complicate section viability and continuity making it hard to scale dual enrollment offerings.

*“Getting qualified faculty to teach... has been [a] challenge.” – **Jaime Lopez***

*“The logistical work... on high school counselors... is overwhelming.” – **Mary Alice Finn***

## Strategies to Overcome Obstacles

- **Flexible Faculty Solutions:**  
Recruit local high school teachers with master’s degrees.
- **Use technology tools** like DualEnroll.com to streamline enrollment processing.
- **Dedicate counselors** to dual enrollment to focus on proactive interventions.
- **Gateway Courses:**  
Implement programs like Math Bridge to create an “on ramp” to college and promote pursuit in STEM fields.

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## Opportunities and Rural Advantages

### Relationships and Grant Funding

The small size of the district fosters **direct collaboration and rapid problem-solving** between high school and college leaders, as well as faculty-to-faculty relationships.

Joint pursuit of **grant funding** has supported staffing, tools, and startup costs for scaling dual enrollment.

*“Relationships and collaboration are key... we’ve built those down to the faculty level.” – **Mary Alice Finn***

*“Being able to present the concepts in a way that’s palatable to everybody... that’s been very helpful.” – **Greg Borman***

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## If We Had a Genie – Top Needs

1. **Shared Advising Capacity:**  
A dedicated, **college-funded advisor embedded at the high school** to manage onboarding, educational plans, progress checks, and case management.

*“Even if [there was] funding strictly dedicated for that position, that would help.” –  
**Greg Borman***

2. **Workflow Automation:**

Implement **DualEnroll.com** and streamline data systems for tracking progress, awards, and enrollment.

3. **Clear State Guidance on ADA/FTES:**

Provide consistent, authoritative policies to clarify revenue allocation in CCAP versus non-CCAP courses.

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## Outcomes and Participation

- **Participation:** 380+ enrollments last year, with Early College interest continuing to grow.
  - **Demographics:** Hispanic student participation increased to **68%**, up from 48% a decade ago.
  - **Early Completions:** Two students graduated high school with college awards in 2024.
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## Bottom Line

Taft College and Taft Union High School are building a **rural dual enrollment model** that combines **intentional math readiness** and **deep collaboration**. By embedding college faculty and leadership on campus, automating workflows, and investing in parent engagement, they are working to create a sustainable system that gives students — especially first-generation learners — a clear, supported route to college completion.

*“A compliment from a college professor hits different for kids... it builds confidence.”  
– **Mary Alice Finn***

*“Offering the pathway at the high school gives families the clarity they were missing.” – **Jaime Lopez***

# Overarching Themes, Best Practices, and Future Directions

The dual enrollment initiatives across the Central Valley reveal a shared vision: **expanding equitable access to early college opportunities while navigating the complex realities of rural education.** Despite differences in size, resources, and local challenges, several common themes emerged from the colleges and high schools highlighted in this playbook.

These themes provide a roadmap for other institutions seeking to scale sustainable and impactful dual enrollment programs.

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## 1. Intentional Pathway Design

Successful programs move beyond isolated courses to offer **coherent, mapped pathways** that lead to certificates, degrees, and transfer readiness.

- *From “random acts” to structured systems:* Colleges like **Reedley** and **Coalinga** ensure every course aligns with a broader program of study, preventing students from accumulating excess, non-transferable units.
- Smaller schools start with **Cal-GETC general education certificates**, later adding specialized CTE or academic pathways as enrollment grows.

*“We no longer offer random acts of dual enrollment – everything is intentional.” – **Dr. Sandra Fuentes, Reedley College***

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## 2. Dedicated Leadership and Shared Governance

Leadership positions focused solely on dual enrollment are critical for coordination and sustainability.

- Colleges created **dual enrollment dean or director roles** to oversee planning, staffing, and data management for dual enrollment.
- **Shared governance councils** (e.g., Porterville’s Coordinating Council) foster alignment, problem-solving, and institutional memory across partner organizations.

*“It’s about creating systems that are going to outlive us.” – **Martin Medina, Summit Collegiate High School***

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### 3. Strong K–12 and College Partnerships

Trust and frequent communication between partners are essential.

- Many colleges emphasize **open-door policies** and direct faculty-to-faculty connections, ensuring issues are addressed quickly.
- Monthly partnership meetings at schools like **Sanger High** and **Mendota High** keep stakeholders aligned on scheduling, staffing, and student outcomes.

*“Relationships are at the core of everything we do. Our partners have our cell numbers – they call, we answer.” – Dr. Sandra Fuentes, Reedley College*

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### 4. High-Touch Student Support

Rural programs succeed by embedding robust student support systems at the high school and in the classroom.

- **Dedicated counselors** at high schools guide students through academic planning and progress checks, such as Merced’s Pathways Counseling Program, Lemoore’s dedicated dual enrollment counselor, and Reedley’s *mobile* counselor.
- Early alert systems like **Porterville’s Navigate** tool enable same-day interventions.
- Tutoring, textbook assistance, and transportation stipends ensure that **first-generation and underserved students** can fully participate.
- High school **teachers or instructional aides in the classroom** to assist students.

*“Our students can’t always get help at home... we provide a lot of hand-holding and clear routes to tutoring.” – Jackie Salas, Porterville College*

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### 5. Family and Community Engagement

Parent and family involvement drives program growth and sustainability.

- Parent nights (with bilingual options) demystify the process and build trust.
- Schools leverage family advocacy to influence district and board-level decisions.

- Outreach to **8th-grade families** creates a culture of early awareness and readiness.

*“When families understand the value, they demand it – and boards listen.” – **Dr. Sandra Fuentes, Reedley College***

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## 6. Math Readiness and Bridge Programs

Math consistently emerges as a **critical barrier** to degree completion and entry into STEM programs.

- Programs like College Bridge’s **Math Bridge** introduce college-level concepts (college courses with embedded support) in high school, especially for students historically underrepresented in STEM fields. **90% of Math Bridge graduates are headed to college.**
- **Sequenced models** (e.g., *Pre-Statistics to Statistics* pathway) improve retention and reduce student anxiety.

*“If you’re a junior or senior and complete this course, you may already have the only math you need for a bachelor’s degree.” – **Jacquelynn Schwegel, San Joaquin Delta College***

*“Math Bridge is the process of encouraging students who have struggled in math to not just take an additional math class, but to elect to take their most challenging math class yet...and then helping them to succeed.” – **Dr. Lynn Cevallos, President, College Bridge***

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## 7. Creative Staffing Models

Addressing faculty shortages requires flexibility and innovation.

- Leverage **qualified high school teachers** to teach CCAP courses, supported by proctors or online instruction from college faculty.
- Programs like **Merced’s shared counselor model** maximize resources by employing staff who operate seamlessly across both systems.
- **Increasing the number of qualified faculty** (master’s degrees) for dual enrollment instruction by supporting initiatives such as CVHEC’s Master’s Upskilling Program, which assists high school teachers in earning a master’s by funding tuition costs. The program also offers college faculty mentorship to assist high school teachers in earning their master’s degrees.

*“I was assigned a wonderful mentor who supported me throughout the entire journey—answering questions about assignments, about insecurities I had about going into the field, or even about becoming faculty and navigating the tenure process.” — **Ginny Sandu, high school English teacher and MA Upskilling mentee***

*“I consider myself a safe space, someone the mentee can talk to...we share ideas about curriculum, about pedagogy, but also about how to balance the challenges of graduate school with teaching full-time. It’s about making sure they don’t feel like they’re going through it alone.” **Jay Thomas, mathematics professor at Lemoore College and Upskilling mentor***

*“Without the relationships I cultivated in the program, I might not otherwise have had the hands-on perspectives of high school teachers working with my future students.” — **Jeff Eagan, English professor at Bakersfield College and Upskilling mentor***

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## **8. Technology and Data Systems for Scaling**

Technology plays a key role in reducing administrative burdens and tracking outcomes.

- Tools like **DualEnroll.com** streamline registration and consent processes, especially in districts with hundreds of students.
- Shared dashboards and grade-check systems enable proactive interventions and celebrate completions.

*“If you have a person and a system like DualEnroll.com, you can take dual enrollment to scale.” – Kris Costa, Lemoore College*

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## **9. Access as a Core Value**

Access is embedded in every successful rural program.

- Schools intentionally recruit **first-generation and underserved students**, ensuring pathways are not reserved for the already high-achieving.
- Policies like weighted GPA bumps for dual enrollment courses remove disincentives compared to Advanced Placement.
- Equity-focused counseling courses, like **Reedley’s Counseling 53**, equip students with college navigation skills and confidence.

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## 10. Sustainable Funding and Advocacy

Long-term success depends on stable, predictable funding for staff, textbooks, stipends, and transportation.

- Programs often start with grants (e.g., K-16 Collaborative, Title III) but require ongoing institutional investment.
- Funding to continue to support rural colleges so that they can scale dual enrollment offerings with paid faculty/teacher stipends, dedicated counselors, and high-touch supports.

*“Without stable, dedicated funding, it feels precarious. We’re always piecing budgets together and scrambling when one source goes away.”* – **Gregory Soto, Merced College**

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### The Central Valley Way – A Regional Blueprint

Collectively, these stories demonstrate that rural colleges and K–12 districts can **reimagine dual enrollment** through creativity, trust, and a relentless focus on student success. Despite obstacles created by these institutions’ geographical location and size, they are implementing intentional pathways, shared governance, robust student supports, and equity-driven practices, Central Valley partners are building sustainable systems that **transform students’ futures** and strengthen entire communities.

*“At first, people doubted this program could work. Now they can’t imagine Mendota without it.”* – **Dr. Paul Lopez, Mendota High School**

## Resources

### Career Ladders Project

- [Dual Enrollment Access Gap Tool](#)
- [Dual Enrollment Community of Practice](#)
- [Dual Enrollment for Equitable Completion Framework](#)
- [Dual Enrollment Implementation Roadmap](#)
- [Dual Enrollment Scheduling Tool](#)
- [Dual Enrollment Tool Kit](#)
- [Equitable Dual Enrollment: A Policy to Practice Guide](#)

### Central Valley Higher Education Consortium (CVHEC)

- [Master's Upskilling](#)
- CVHEC Dual Enrollment Listserv (to subscribe to this list, email [cvhecinfo@mail.fresnostate.edu](mailto:cvhecinfo@mail.fresnostate.edu))

### College Bridge

- [College Bridge](#)
- [Dual Enrollment](#)
- [Math Bridge](#)

### Dual Enrollment Document Samples

- College and Career Access Pathways (CCAP) [Kern CCD CCAP Example](#)
- [Foothill DeAnza MOU Template](#)

### National and State Organizations

- Aspen Institute (& CCRC) [Dual Enrollment Playbook](#) & [Summary of the Dual Enrollment Playbook](#)
- Community College Resource Center (CCRC) [Dual Enrollment Dashboard](#) and [College Business Models for Scaling Purposeful Dual Enrollment](#)
- [Cradle to Career](#) database
- EdTrust-West and Career Ladders Project-Advancing Equitable Dual Enrollment in California [Practitioner Guides](#)
- [Los Angeles Orange County Regional Consortium \(LAOCRC\) Dual Enrollment Handbook](#)
- National Alliance of Concurrent Enrollment Partnerships (NACEP) [quality standards guiding principles & remote dual enrollment](#)
- Public Policy Institute of California (PPIC) [Making Gains in Math Through Dual Enrollment](#)
- Public Policy Institute of California (PPIC) [Making Gains in Gateway English and ESL through Dual Enrollment](#)

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